**UNIT 2: Lifespan and Development**

**Why it’s important**: Each of us is born into a world in which we must adapt. From childhood to adolescence to adulthood to old age, we change physically, emotionally, cognitively, socially and morally. Developmental psychologists study the changes through which human behaviors pass as we grow older. **This unit seeks to answer the question: *how do we become who we are?***(Glencoe text, 58).

***Part I: Infancy and childhood***

***Assessment: active experimentation write up (2 pages) + short assessment***

**CLG One (2 days + one day of enrichment): Physical & perceptual development**

Objective: describe the physical and perceptual development of newborns and children

Key Points:

1. There is no perfect infant; infants develop differently
2. Infant development includes physical, social/emotional and intellectual developments (see reading for attached details)
3. Infants are born with certain inherent capacities, including the grasping reflex and the rooting reflex.
4. An infant’s physical development is a result of both maturation and learning; maturation is internally programmed growth, which learning is a relatively permanent change in behavior due to experience. Parents should wait until infants reach maturation readiness before pushing them into mastering new skills like walking or talking. Psychologists have developed an approximate timetable for maturation; this helps doctors and other professionals spot problems and abnormalities.
5. Newborns looks at their bodies and at their surroundings—visual cliff shows perceptions development; also want to include mimicking of surroundings.

Enrichment: Film +discussion of critic**ally acclaimed film, *Babies***

**CLG Two: Cognitive and emotional development (2 days, one lesson and one of experiment design)**

Objective: (2 days) summarize the cognitive development theory and evaluate how Baltimore city kindergarten classrooms could respond to meet child’s developmental needs

Key Points:

1. Children think differently than adults in many ways; children form their own hypotheses about the way the world works.
2. Jean Piaget made large advancements in developmental psychology; according to him, intelligence, or the ability to understand, develops gradually as the child grows
3. Understanding the world involves the construction of schemas, or mental representations of the world. Everyone constructs intellectual schemas, applying them and changing them as needed -assimilation and accommodation🡪infant block stacking example.
4. Object permanence: things continue to exist even though they cannot be seen or touched
5. Representational thought: the intellectual ability of a child to picture something in his or her mind.
6. Conservation: the principle that a given quantity doesn’t change when its appearance is changed (jar example)+ pg 74
7. Egocentric: a young child’s ability to understand another person’s perspective

**Enrichment: field trip to Ms. Badon’s kindergarten classroom at Waverly Elementary school on Fri, Nov. 18th**

**CLG Three: Parenting styles and social development (2 days)**

Objectives: describe theories of social development, analyze parenting styles and outline Kohlberg’s stages of moral reasoning

1. Parenting styles include authoritarian, democratic, permissive or uninvolved

🡪effects of this include establishment of limists, responding to the child, child assumes responsibility gradually, child identifies with parents,

1. Child abuse: the physical or mental injury, sexual abuse, negligent treatment or mistreatment of children under the age of 8 by adults entrusted with their care. (page 8\_).
2. Socialization: the process of learning the rules and behavior or the culture within which an individual is born and will live
3. Cognitive developmental approach: games and play, role taking
4. Moral development: Kholberg’s stages (page 85)

**Enrichment: field trip to Ms. Badon’s kindergarten classroom at Waverly Elementary school on Fri, Nov. 18th**

Lesson on vocabulary gap in schools